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9th Grade Family Night: Class of 2024

Mary Campbell, 9th Grade Team Leader
Clara Quinlan, High School Asst. Principal

(Please have your camera and microphone off. This presentation will be recorded and shared in the Counseling Update. Please save questions for the end or email your child's counselor directly.)

Do Now

Reflect on your 9th grader's experience thus far:

- 1) On a scale of 1-10, what is their stress level right now (1 = no stress; 10 = overly stressed)?
- 2) What is going well with distance learning?
- 3) What are you proud of concerning your ninth grader so far in high school?
- 4) What moves you about your kid?



Essential Questions

- ★ How can we help students thrive (and not just survive) at Peak to Peak High School?
- ★ How can we help students be successful during this strange year?
- ★ How can we support 9th graders in celebrating their strengths, advocating for themselves, and taking healthy risks throughout their high school journey?



Agenda

★ Peak to Peak

- 9th Grade Focus
- Trends Over Time

★ 9th Grader

- Partnership & Perspective
- Distance Learning Support
- Unique Strengths & Needs (Indigo Report)
- Talk to Us: What Makes Your 9th Grader Come Alive?



The background of the slide features a close-up photograph of green, heart-shaped leaves. A diagonal line runs from the top-left towards the bottom-right, creating two distinct lighting effects. The area to the left of the line is in deep shadow, while the area to the right is brightly lit, highlighting the texture and veins of the leaves.

9th Grade Focus

- The Basics
- Thriving vs. Surviving
- Wellness



Distance Learning Basics

We asked 9th grade teachers what they wanted you to know as partners in distance learning this year. They focused on tips for further student support and success.

On your notecard, predict what they shared with us.

9th Graders

- Show up literally and figuratively
- Camera on; creates culture
- “Requirements” and Advisory
- Ask for help; attend office hours; take healthy risks

Parents/Guardians

- Students have synchronous sessions and/or asynchronous work each day (including Mondays)
- Weekly learning plans released on Monday mornings
- Join Google Classrooms; rely on this forum as the primary means of instructional communication

Feedback

Supporting your
student...

Goal = Independence

Reality = 14-year-old brains!

Resources



How to support your student during distance learning...

Step One: Weekly Learning Plan & Map Out Week (plan on afternoon work time from 1-3)

Stream

Classwork

People



View your work



Google Calendar



Class Drive folder



Weekly Learning Plans



Pre-Algebra Weekly Learning Plans: Quarter 1

Posted Aug 16



1 Week 1: Aug 17-21



First Day Activities (HW)


Due Aug 20, 8:00 PM



Unit 1: Lesson 1 - Intro to Whole Numbers Fir...

Due Aug 20, 8:00 PM



Unit 1: Lesson 2 - Add & Subtract Revie... 

Due Aug 25, 8:00 PM

Ms. Sessions

Week 1: 9/7-9/11

- **Topics + Skills:**
 - Explore cells using a virtual microscope
 - Test for signs of life--cells as the basic unit of life
 - Structure + function of cell organelles

Monday

No school-- Labor Day

Tuesday

Live Class Links

- [1st Period: 8:30-10:00](#)
- [3rd Period: 10:15-11:45](#)
- Introduction to Unit 2 -- cells + cell processes
- Cell Types Gizmo (small groups)

Independent Work

- Finish and submit Cell Types Gizmo.
- Biozone workbook pages 38, 41-44

Thursday

Live Class Links

- [1st Period: 8:30-10:00](#)
- [3rd Period: 10:15-11:45](#)
- Group discussion--cell types follow up
- Cell structure + organelles
- Compare/contrast cell types

Independent Work

- Cell analogy mini-poster
- EOW Quiz #4

Other Resources

- Remember, you can see all our deadlines on [your google calendar page](#).
- All of our coursework so far can be found by clicking "Classwork" at the top of our Google Classroom page

biology 2020-2021

Period 1



Mary Campbell

All

Assigned

Returned

Missing

Nearpod video lesson: transport across membranes

Sep 17, 8:30 AM

Assigned

Biozone workbook pages 46, 47, 49 and 52

Sep 17, 8:30 AM

Assigned

EOW Quiz #4

Tomorrow, 8:30 ...

Assigned

Cell Analogy Mini-Poster

Tomorrow, 8:30 ...

Assigned

Biozone Workbook pages 38, 41-44

Sep 10, 8:30 AM

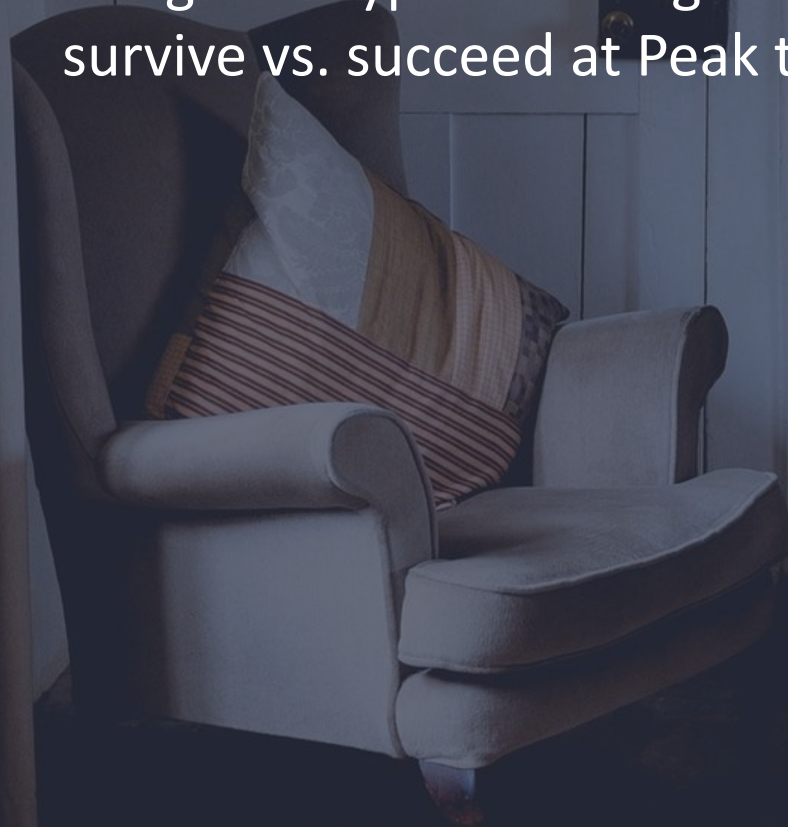
Missing

Cell Types Gizmo

Sep 10, 8:30 AM

Missing

- Take a minute, please guess which three things the typical ninth grader wrote down to survive vs. succeed at Peak to Peak.



FOR SURVIVAL:

- Good internet!
- Water
- Food
- Personal connections
- Kindness
- Phone
- Sleep

Fun singlets: An adult to talk to other than parents, positive attitude, perseverance, good balance

FOR SUCCESS:

- Organization
- Be a part of something
- Honesty
- Good teammates
- Good relationships with teachers
- Understanding adults
- Google calendar

Fun singlets: Confidence, IROAR character traits, positive mindset, not to be afraid, time for other things

The background of the slide features a close-up photograph of autumn leaves, likely Japanese maple, in shades of purple, red, and orange. A diagonal line splits the image from the top-left to the bottom-right. The area to the left of this line is a solid dark grey, while the area to the right shows the vibrant, out-of-focus foliage.

Wellness and Mental Health

[Back to School Toolkit](#)

[Mental Health First Aid](#)

[Youth Suicide Prevention](#)

[Setting Boundaries](#)

[Screenagers Resources](#)



9th Grade Administration:

9/21/20, 9:15am

Student Analysis & Reflection:

9th grade advisory + HS career

Digital Permission Slip:

Indigo Inventory: Class of 2024

Clara Quinlan



Top 5 Skills

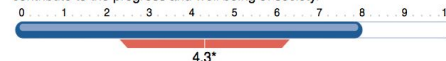
	Personal Skills Ranking
1	Goal Orientation
2	Leadership
3	Personal Responsibility
4	Written Communication
5	People Advocacy

Strengths

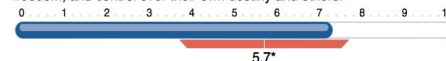
- Good at promoting causes that improve society.
- Always willing to offer her time and perspective.
- Capable of addressing conflict for a win-win scenario.
- Motivates others to be the best they can be.
- Looks for a better approach to help others.
- Seeks the challenge and opportunity to win.

Motivators

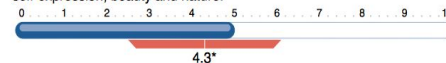
1. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



2. **Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.

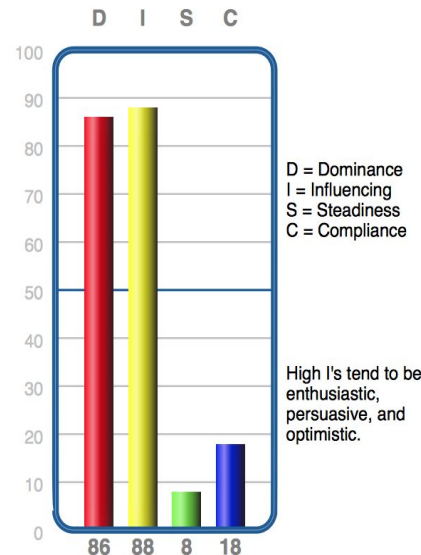


3. **Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



4. **Theoretical** - Rewards those who value knowledge for knowledge's sake.

Behaviors



Value to a Team

Motivates others towards goals.

Deadline conscious.

People-oriented.

Positive sense of humor.

Negotiates conflicts.

★ Self-Advocacy Tool

★ Strengths-Based Insights:

- Communication styles, learning motivators, skills & more
- Synthesized “about you” paragraphs
- Helps educators differentiate instruction more effectively
- Helps adults start asking the right questions

★ How P2P Students Have Used Their Indigo Results:

- Communication & assignments
- Conflict management
- College, job & internship applications
- Personal reflection & growth

THE BIG “SO WHAT?!”



TRADITIONAL:

Beliefs, Values,
Family



INDIVIDUALISTIC:

Independence,
Recognition, Choice



SOCIAL:

Helping Others,
Making a Difference



UTILITARIAN:

Efficiency, Money,
Practicality



AESTHETIC:

Balance, Art, Music,
Beauty, Nature



THEORETICAL:

Knowledge,
Continually Learning

MOTIVATORS

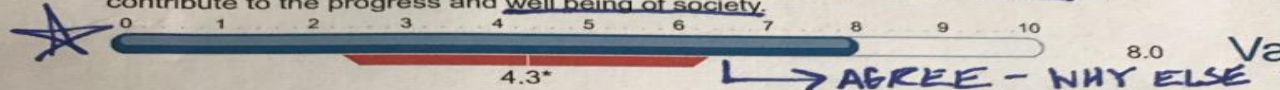
trumps DISC score
“the fuel in the car’s tank”



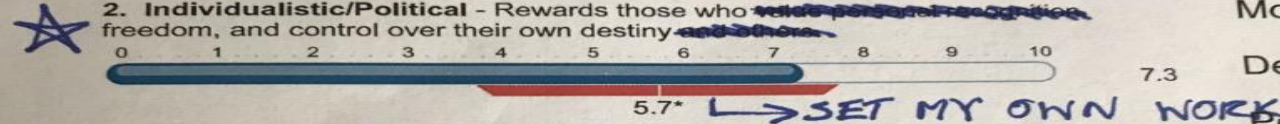
Motivators

Motivators

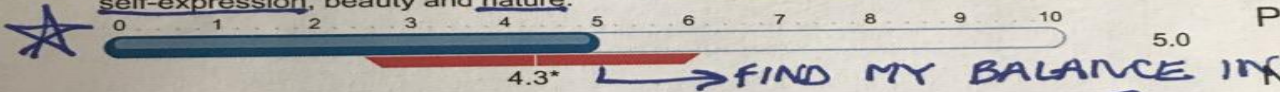
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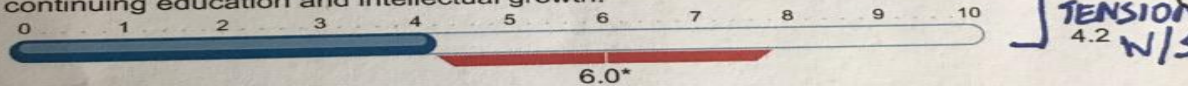
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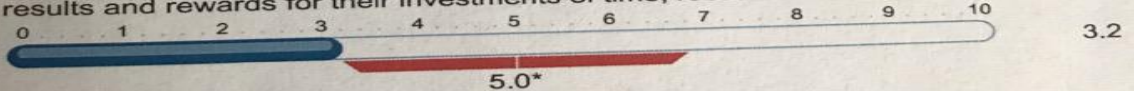
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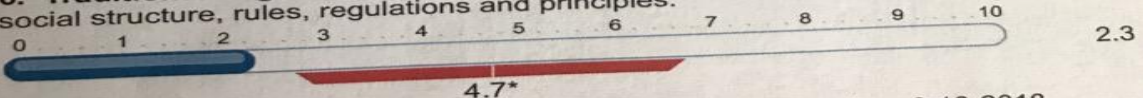
4. **Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



5. **Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



6. **Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



Utilitarian

Desire to **reach a goal** and **reap the rewards**; focused on **results**;
High Utilitarians want to ensure they **receive something of value** (e.g., goal, money, business, freedom) for the time and energy they put in. [Motivators](#)



Utilitarian

Things to do: find opportunities that deliver tangible returns/results that you desire; internships; build or invent something

Question: What kind of reward(s) excite you?
How do you see doing well in school helping you get what you want in the future?



DISC

measures energy consumption; may shift over time
“the make, model & color of a car”



Higher Influencing: Snapshot

Openly Friendly, Talkative, Enthusiastic

DISC/Motivators

*Communicate with higher I's
in a warm manner. Allow
them to talk it out.*

Lower I superpower:
*reflective, controls emotions,
does well with alone time*



INFLUENCING (above 50)

- Talkative
- Enthusiastic
- Optimistic
- People-Oriented
- Enjoy Cracking Jokes
- Enjoy Stories

Classroom Example: class discussions; oral presentations and assessments; office hours

Communication Tip: Speak warmly and genuinely with “high I”s.

Little Known Fact: The “I” score does not reveal whether a person is an introvert or extrovert. **DISC** measures *how much energy it takes for you to exhibit a behavior or communication style*, not how you prefer to recharge.

Myth Buster: Mr. Myatt; Ms. Schoeneweis (low I)

Mary Campbell



Top 5 Skills

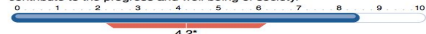
	Personal Skills Ranking
1	Presenting
2	Interpersonal Skills
3	Leadership
4	Goal Orientation
5	Personal Responsibility

Strengths

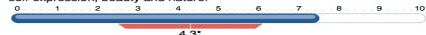
- Good at promoting causes that improve society.
- Demonstrates a will and desire to help others in the organization.
- Always willing to share her ideas on how to enhance the surroundings.
- Will convey optimism for new ideas.
- Able to be a strong listener, who can become a lifelong friend.
- Highly in tune to the environment and synergy within it.

Motivators

- Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



- Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



Rachel Smith

Top 5 Skills

	Personal Skills Ranking
1	Goal Orientation
2	Diplomacy/Tact
3	Teamwork
4	Planning/Organizing
5	Written Communication

Strengths

- Good listener when being presented with accurate facts and figures.
- Methodical and reliable researcher.
- Accommodating team member that brings balance to the organization.
- Highly in tune to the environment and synergy within it.
- Willing to share knowledge to benefit the team or organization.
- Motivates others to express themselves.

Motivators

- Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

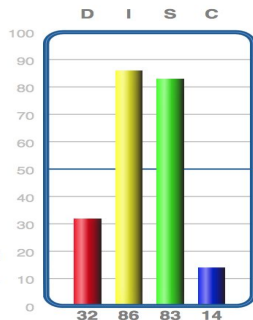


- Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



- Traditional/Regulatory** - Rewards those who value traditions inherent in

Behaviors



D = Dominance
I = Influencing
S = Steadiness
C = Compliance

High I's tend to be enthusiastic, persuasive, and optimistic.

Value to a Team

Creative problem solving.

Builds confidence in others.



joshua myatt



Top 5 Skills

	Personal Skills Ranking
1	Continuous Learning
2	Goal Orientation
3	Analytical Problem Solving
4	Teamwork
5	Leadership

Strengths

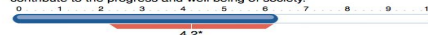
- Methodical and reliable researcher.
- Good listener when being presented with accurate facts and figures.
- Wants to methodically solve people-related problems that benefit the greater good.
- Accommodating and pleasing others is one of his natural talents.
- Asks many questions to find the correct answers.
- Anticipates challenges within the process in order to help people succeed.

Motivators

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Mary Kathryn Wood



Top 5 Skills

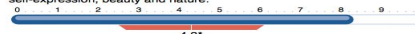
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1	People Advocacy
2	Empathy
3	Interpersonal Skills
4	Mentoring/Coaching
5	Presenting

Strengths

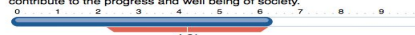
- Expresses and strives for a balanced team.
- Always willing to share her ideas on how to enhance the surroundings.
- Sings the praises of peers and the contributions others make.
- Wants to be seen as a leader in humanitarian issues.
- Highly in tune to the environment and synergy within it.
- Accommodating and pleasing others is one of her natural talents.

Motivators

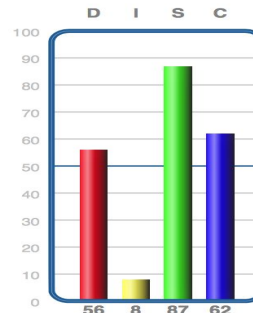
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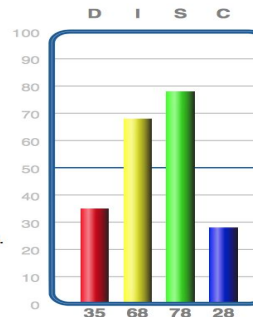
High S's tend to be steady, patient, and predictable.

Value to a Team

Objective and realistic.

Patient and empathetic.

Behaviors



D = Dominance
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High S's tend to be steady, patient, and predictable.

Value to a Team

Works for a leader and a cause.

Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.

Top 5 Skills

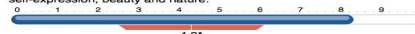
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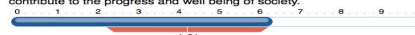
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Behaviors



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High I's tend to be enthusiastic, persuasive, and optimistic.

Value to a Team

Optimistic and enthusiastic.

Adaptable.

Recommendations:

- Communicate with Michael by sticking to the facts and presenting your case in an organized, logical manner.
- Don't expect him to answer questions off the cuff and let him go as deep as he wants in areas of interest.
- he will do best when he knows what is expected of him and is given time to process on his own before having to provide a response. Give him space, time, parameters, and plenty of details to be successful.
- Michael will disengage if he does not feel intellectually challenged or feels restrained in areas of interest.
- Get Michael involved in a research project in an area he is interested in.

Questions to Ask:

- If you could spend all day learning about something, what would that be? How can we provide more opportunities for you to explore your interest areas?
- Do you have all the information necessary to feel successful?
- How do you prefer to be communicated with?
- What happens when things feel chaotic or out of control?
- What is your current planning process?

	Dom	Inf	Ste	Com	The	Uti	Aes	Soc	Ind	Tra
Ultra-High			90	81	8.7					
High										
Moderate						5.7	4.7			4.7
Low	22	28						3	3.3	

Print

Close

Closure: Talk to Us

*Via an email to your student's counselor,
consider sharing the following:*

- 1) Briefly introduce your ninth grader to us, and any information you'd like us to know about your family, their school experience, etc.
- 2) How does your 9th grader bring you joy or make you proud?
- 3) What do we need to know about your ninth grader that will help us encourage them to take risks, demonstrate resilience and prioritize healthy choices?

Kimberly Gannett: A-D
kimberly.gannett@bvsd.org

Molly Creek: E-K
molly.creek@bvsd.org

Linda Bostic: L-Re
linda.bostic@bvsd.org

Mary Campbell: Rf-Z
mary.campbell@bvsd.org

<https://url.peaktopeak.org/Eval>

“

TRACY MARKLE

EFFECTIVELY NAVIGATING OUR INTERDEPENDENCE ON DEVICES DURING COVID 19

Join via Zoom:

[https://zoom.us/j/92414891416?pwd=dkJkQkErU
HVET2NzaTdEc3hWUEVtZz09](https://zoom.us/j/92414891416?pwd=dkJkQkErUHVET2NzaTdEc3hWUEVtZz09)

Passcode: 215319